|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Student 1 | | Student 2 | |
| **Word** | **Spelling** | **Decoding** | **Spelling** | **Decoding** |
| Scheduled | Scedualed |  | Scagell |  |
| Functionality | Functionality |  | Functionality |  |
| Infrastructure | Infristrucsher |  | Infersrcukthure | Infrustrur |
| Facility | Fisility |  | Pacility | Face I kility |
| Liquefaction | Liquifaction |  | Liquidfaction |  |
| Structural | Struckual |  | Scrusarell |  |
| Insurmountable | Insirmountable |  | Insormountable |  |
| Prognosis | Prougnosis |  | Prognocces |  |
| Inevitability | Inevertablity |  | Ineventability | Invitability |
| Reiterated | Reiterated | Retriated | Reiterated | retarated |
| Capacity | Capasitie |  | Campasaty | Cap I sity |
| Contingencies | Continginsies |  | Continginsess | Cintinuous |
| Scenario | Sinario |  | Cenario | See nario |
| Irreparable | Ireprable |  | Reppapoll |  |
| Viable | Viable |  | Viable |  |
| Alternative | Alturnitive |  | Oturniturf | Alter native |
| Feasibility | Fiesability |  | Fessability | Fisability |
| Curfew | Kurfue |  | Curfue |  |
| Comparable | Comparable |  | Conparable |  |
| Seriously | Seriosly |  | Serriesly |  |

Results

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Student 3 | | Student 4 | |
| **Word** | **Spelling** | **Decoding** | **Spelling** | **Decoding** |
| Scheduled | Scheduled |  | Sketurds |  |
| Functionality | Functionality |  | Functionnality |  |
| Infrastructure | Enfrostracture | In france structure | Infrustructure |  |
| Facility | Speciality |  | Hasility |  |
| Liquefaction | Liquidfaction |  | Liquid faction |  |
| Structural | Stracture |  | Structrual |  |
| Insurmountable | Insermountable | In sur mont able | Insermoountable |  |
| Prognosis | Prognouses |  | Brocknosses | Progsnosis |
| Inevitability | Inevidtebility |  | Inevertability | In ev tability |
| Reiterated | Ereationated | Rate er rated | Reatorrated |  |
| Capacity | Capacity |  | Capacity | Capa city |
| Contingencies | Contengiency |  | Contengencies | Contentionous |
| Scenario | Senario |  | Sunario | Sc nario |
| Irreparable | Errapable | I repa | Erepable | Ira parable |
| Viable | Vailabule | Vi able | Viable | Verbal |
| Alternative | Enternative |  | Oternative |  |
| Feasibility | Feesability | Fizability | Physability |  |
| Curfew | Curfue |  | Curfue |  |
| Comparable | Comparable |  | Comparable |  |
| Seriously | Sereously |  | Seriously |  |

Discussion

* Overall the students were more capable of decoding than spelling.
* Often students paid attention to the initial letters only and read any word they knew that started in that manner. Examples of this include, ‘contingencies’ being read as ‘continuous’ and ‘contentionous’ and ‘viable as ‘verbal’. Therefore instruction must focus on drawing attention to the inner details of words. This lack of focus on the whole word resulted in only half the word being attempted. Some examples of this are, ‘infrustru’ (infrastructure) and ‘irep’ (irreparable). One could conclude some students suffer from Matthew Effects and gave up trying, (Stanovich, 1986). Not only have the students missed out on developing vocabulary and furthering their reading abilities, their motivation too has been negatively affected.
* The spelling of ‘schedule’ indicates the students are unaware of the /sch/ consonant blend. Instruction focused on words that begin /sch/ such as ‘school’ ‘scheme’ ‘scholarship’ would be appropriate. Focusing on this cluster allows the students to avoid sounding it out when trying to spell or read it, but rather streamlines the process (Mckenna, 2002).
* Discussion about Anglo Saxon letter sound correspondences regarding the ‘c’ having two sounds, a /k/ or a /s/, would also be appropriate for the spelling and decoding of ‘schedule’ ‘facility’ ‘capacity’ ‘contingencies’ ‘scenario’ and ‘curfew’ (Nicholson, 2005).
* The / ĵ / also caused confusion with ‘du’ being used as well as the ‘g’ and a ‘t’. Instruction centred on the different letter combinations available for / ĵ / sound, including the ‘dge’ as in ‘edge’ ‘ge’ as in ‘wage’ and ‘dual’ as in ‘residual’ (Moats, 2000).
* In some cases instruction dealing with suffixes, including the past tense ‘ed’ may be appropriate.
* Another suffix which caused confusion was the ‘ies’ on ‘contingencies’. The students need to be made aware of making nouns into plurals. That when a noun that ends in ‘y’ is made into a plural the ‘y’ is dropped and replaced with an ‘i’ followed by ‘es’ unless the y was preceded by a vowel. This rule can then be practised with several examples such as ‘flies’ ‘babies’ ‘skies’. These words can also be used for analogies in future writing (Nicholson, 2005). Bear and colleagues (2000, as cited in McKenna 2002) believes exceptions should also be addressed, therefore ‘toys’ and ‘chimneys’ should also be mentioned.
* Some students would also benefit from practise breaking words down to the root word (scheduled and structural). This would mean they could focus on spelling the root word then adding the suffix or prefix. Archer, Gleason and Vachon (2003) promote teaching the use of affixes and vowels to decode longer words.
* Another combination to be dealt with would be ‘ture’, as ‘sher’ and ‘thure’ were both being used in its place (infrastructure). Words such as ‘adventure’ ‘miniature’ and ‘temperature’ could be shown as possible words to use for an analogy (McKenna, 2002).
* In many cases the students could decode words correctly but were unsure what vowel to use when spelling (infrastructure, structural, insurmountable, reiterated, prognosis, capacity) Practise listening for vowel sounds could be useful. Rather than focus on the letters the instruction could focus on sounds that transfer to letters (Moats, 1998).
* Some of the spelling, such as ‘**ske**turds’, ‘specia**lity**’, ‘h**asility**’, ‘brock**nosses**’ ‘ereation**ated’**, ‘cam**pasity**’, and indicates that some of the students were dealing with only the initial or final sounds. This is an indication perhaps that they need to more practise dealing with longer words.
* The spelling of ‘prognosis’ as ‘brocknosses’, ‘scheduled’ as ‘sketurd’ and ‘oturniturf’ for ‘alternative’ by Student 2 shows they are still at a very basic level. Some students are still confusing the consonant pairs of ‘g’ and ‘k’, ‘p’ and ‘b’, ‘f’ and ‘v’,‘t’ and ‘d’. These consonants only differ in voicing; one is voiced and the other is not. This student needs to be made aware that it is somewhat to approach these sounds in such a way but that they need to articulate between the two sounds (Moats, 1998). When trying to spell a word the students need to remember these letters can be confused for each other and try both of them to find the best fit.
* The spellings of ‘Liquefaction’ and ‘inevitability’ shows the students were using the strategy of breaking the word into decodable chunks (liquid+faction, in+ever+tablity). However, when it came to spelling ‘alternative’ few resorted to using the word ‘alter’ and with ‘curfew’ none used the word ‘few’ which indicates more explicit instruction about breaking words into smaller easier segments is needed. Explicit instruction focused on when to use this strategy is also important.
* The ‘ur’ blend caused issues both ‘insurmountable’, and ‘infrastructure’. Some tuition about how ‘r’ is affected when proceeds ‘e’ ‘i’ and ‘u’ (the resulting sound is always /er/) would be appropriate. From this the students are equip with a set for diversity when spelling words with the /er/ sound; they can try ‘ir’ ‘er’ or ‘ur’ (Nicholson, 2005).
* Instruction on the different sounds ‘y’ creates could be useful (capacity spelt with ie). In saying this, ‘feasibility’ ‘functionality’ ‘functionality’ and ‘inevitability’ were all ended correctly. Constant reminding to the students to use their set for diversity is important.
* One spelling of ‘feasibility’ used the ‘y’ as the ‘ea’ in the middle of the word. In this instance it was preceded by ‘ph’. A lesson on Greek spellings would be appropriate to show that ‘phy’ causes the ‘y’ to take on a /i/ sound. Examples could be examined such as ‘physics’ and ‘physical’ to use for analogies in the future. Also the student needs to be made aware that the ‘y’ only takes a long ‘e’ sound when at the end of a word.
* ‘Silent letters need to be addressed (scenario). The students should be informed that silent letters were once pronounced but the pronunciation has changed but not the spelling. This will quell the assumption that there is no logic behind spelling! Words with silent letters could then be examined (especially those with a silent ‘c’ such as ‘scene’) and listed (Nicholson, 2005).
* The digraph ‘ea’ caused issues when spelling ‘feasibility’ with ‘ee’ ‘y’ ‘ie’ and ‘e’ being used. A lesson should focus on the two sounds created by this digraph; the long /ee/ and the /eh/ sound. The students could think of all the words with /ee/ sounds to realise how many different spellings there are. Depending on how big their list is it may become obvious (if not it needs to be stated) that ‘ea’ is one of the more common ways to spell the /ee/ sound (Nicholson, 2005). From here several different words can be examined that use ‘ea’ to create an /ee/ sound such as ‘bead’, ‘neat’ ‘seat’.
* Another digraph of concern is ‘ou’. The students should be made aware that ‘ou’ creates two sounds; /ow/ as in ‘out’ and /ue/ as in ‘soup’. Students can make lists of words that use the ‘ou’ spelling but make a /ow/ sound in one column and those that make a /ue/ sound in the other. These words can then be used for analogies in future spelling and reading.
* A lot of the decoding of the phonemes was essentially correct but the students put emphasis on the wrong part of the word. This indicates a lack of vocabulary as these words were not part of their lexical or cipher knowledge, as even once the phonemes were decoded the students were still not able to link them to a word they knew. This was evident with ‘capacity’ being read as ‘capa city’, ‘reiterated’ as ‘rate er rated’ and ‘alternative as ‘alter native’.
* Gough and Tunmer (1986) believe that reading is a combination of both decoding and comprehension and often poor readers need explicit instruction in both decoding and comprehension. The implications of this for these students would be a scaffolded approach to texts, including vocabulary work initially and strategies such as reciprocal reading. Alongside this, students would benefit from instruction focused on further developing their cipher and lexical knowledge with the examination of different letter and phoneme combinations.
* Nicholson (1999) lists several activities to develop and assess phonemic awareness such as substituting, deleting, blending and segmenting phonemes. While these students are older, this type of activity would not necessarily be redundant with them. While Yopp (1992) and Adams, Foorman, Lundberg and Beeler (1998) list many activities aimed at younger students a more creative approach is needed for teenage readers. This may involve quizzes, hands on manipulation of letters and use of technologies. Rap music and writing of rap songs could be used. Oplitz (2000) suggests allowing students time to write, as this forces the students to consider how they may represent sounds as letters along with allowing time to read. These activities need to be non-competitive (Pressley, 2006). The students need not be worrying about pass or fail, but rather the skills they need to develop. Furthermore, during reading time it would be beneficial for some students to read orally with the teacher to allow the teacher to guide the reading and to allow the student one-on-one time (Archer et al., 2003).

**Prefixes**

To help us read and spell unfamiliar words we can strip the words down to smaller chunks to help us. A good way to do this is to look for any **prefixes** and to identify the **root word**.

A **prefix** is a group of letters which you can add to the **beginning** of a **root word** to change the meaning of the word.  e.g. **mis** + fortune = **mis**fortune

Every prefix has a meaning, for example:  
The prefix **'un'** means 'not'  
The root word **'clear'** means 'bright', 'free from difficulty'  
  
**un** + **clear** = **unclear** which means 'not clear' or 'dim', 'difficult to see or understand'

There are no rules to help you remember which prefix you should use, although knowing the meaning of the prefix can help.

Using the cards, create news words using the prefixes and root words provided. Fill in the table as you go. Add in any other words you know that have prefixes.

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| --- | --- | --- |
| **Prefix +** | **Root Word** | **=** |
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| **Prefix** | **Meaning** |
| --- | --- |
| **mis** | means 'wrong' or 'badly' *e.g. '****mis****spelled' or* ***mis****spelt means 'wrongly spelled'* |
| **sub** | means under *e.g. '****sub****way' means 'a way under the ground'* |
| **pre** | means 'before in time', 'in front of' or 'superior' *e.g. '****pre****packed' means 'packed before'* |
| **un** | means not (there are also several other prefixes which mean not) *e.g. '****un****hurt' means 'not hurt'* |
| **im** | means not e.g. 'impolite' means 'not polite' |
| **il** | means not e.g. 'illegal' means 'not legal' |
| **in** | means not e.g. 'informal' means 'not formal' |
| **ir** | means not e.g.'irregular' means 'not regular' |
| **dis \*** | one of the meanings of this prefix is also 'not' e.g. 'disagree' means 'not agree' |
| **dis** | means away, apart, between, utterly (when used with a negative word) and not. e.g. 'disarm' means to remove or take weapons away |
| **mis** | means 'wrong' or 'badly' e.g. 'misfortune' is when your are not lucky and things go wrong or badly |
| **under** | means 'below' or 'beneath' e.g. 'underground' means below or beneath the ground |
| **over** | means upper, outer, over, superior or excessive e.g. 'overweight' means too heavy or fat |
| **re** | means again e.g. 'replay' means to play something again |
| **trans** | means across or through e.g. 'transatlantic' means across the Atlantic ocean |
| **inter** | means among, between or together e.g. 'intermission' is the short period of time between the parts in a performance or a film |
| **super** | means in excess, beyond e.g. 'supersonic' means faster or beyond the speed of sound |
| **anti** | means against, in opposition to e.g. 'anticlockwise' is opposite to the direction that the hands of a clock move in |
| **ante** | means before e.g. 'antenatal' means before giving birth |
| **post** | means after e.g. 'postpone' means to put something off until later, or after it was originally planned |

**Suffixes**

A suffix is a word ending. It is a group of letters you can add to the **end** of a root word **e.g.** walk**ing**, help**ful**

Adding suffixes to words can change or add to their meaning, but most importantly they show how a word will be used in a sentence and what part of speech (**e.g.** noun, verb, adjective) the word belongs to.

Using the cards, create news words using the prefixes, root words and suffixes provided. Fill in the table as you go. Add in any other words you know that have prefixes and suffixes.

|  |  |  |  |
| --- | --- | --- | --- |
| **Prefix +** | **Root Word** | **+ Suffix** | **=** |
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| **Suffix** | **Example** |  | **Suffix** | **Example** |
| --- | --- | --- | --- | --- |
| **ed** | walk + ed = walk**ed** |  | **ness** | happy + ness = happi**ness** |
| **ing** | say + ing = say**ing** |  | **al** | accident + al = accident**al** |
| **er** | tall + er = tall**er** |  | **ary** | imagine + ary = imagin**ary** |
| **tion** | educate + tion = educa**tion** |  | **able** | accept + able = accept**able** |
| **sion** | divide + sion = divi**sion** |  | **ly** | love + ly = love**ly** |
| **cian** | music + cian = musi**cian** |  | **ment** | excite + ment = excite**ment** |
| **fully** | hope + fully = hope**fully** |  | **ful** | help + ful + help**ful** |
| **est** | large + est = larg**est** |  | **y** | ease + y = eas**y** |

Year 10 English

Module One: Discrimination

Pre-Reading – The Test

1. The title of this short story is The Test. Make a prediction about what you think this story will be about. How will the characters be feeling? What will happen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What are some tests you have to take at your age? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Write in the definition of these words and use the word in a sentence. As we read the story write in any other words you do not know in the spaces provided.

|  |  |  |
| --- | --- | --- |
| **Word** | **Definition** | **Sentence** |
| unaccented |  |  |
| Boulevard |  |  |
| competent |  |  |
| presided |  |  |
| Slatternly |  |  |
| Demeaning |  |  |
| Dependable |  |  |
| Insignia |  |  |
| Genial |  |  |
| Feigned |  |  |
| Joviality |  |  |
|  | |  |  |
|  | |  |  |

Year 10 English

Module One: Discrimination

The Test

**Level Three Reading Guide**

Read each statement about the story. Write a T (true) next to the statements you think are correct and an F (false) next to the statements you think are false. You will need to be able to justify your answer with examples from the text.

|  |  |
| --- | --- |
| **Literal Statements** | **T/F** |
| If you made one mistake you failed. |  |
| Marion is sitting an academic exam. |  |
| Mrs Ericson is white. |  |
| Marion is sitting her driver’s license. |  |
| Marion’s cousin went with her to the test last time. |  |
| Marion has a degree. |  |
| Marion had a boyfriend. |  |

|  |  |
| --- | --- |
| **Interpretive Statements** | **T/F** |
| Marion is Mrs Ericson’s maid. |  |
| You can take bribe the inspector to ensure you pass. |  |
| It is set in Pennsylvania. |  |
| Marion failed because she stalled the car. |  |
| The inspector was racist. |  |
| Marion was Black |  |
| Mrs Ericson didn’t appreciate Marion. |  |

Read the applied statements. Write an A (agree) if you agree with the statement or a D (disagree) if you disagree. Be prepared to justify your opinion.

|  |  |
| --- | --- |
| **Applied Statements** | **A/D** |
| The inspector’s behaviour was OK because it was the norm in those days. |  |
| This type of discrimination was only present in America, not New Zealand. |  |
| This type of discrimination is not an issue in New Zealand now. |  |
| Marion should have just complained to the inspector’s superior. |  |
| Marion deserved to fail because of how she reacted to the inspector. |  |
| Mrs Ericson should have stood up for Marion. |  |

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Module One: Discrimination

Write possible questions to these answers.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Because he thought she was from the South and that song is from Southern America.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

He was trying to mimic a Southern accent.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Because white people were regarded more highly.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

He thought she couldn’t read.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It was a common name for southern black females.

Year 10 English

Module Three: Twisting Tales

Pre Reading-Vocabulary-Predictions

**The Cabinet of Curiosities**

1. In your groups discuss this title and what you think this story may be about. Write down some predictions. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Write in the meaning of these words and then write a sentence using each word.

|  |  |  |
| --- | --- | --- |
| **Vocabulary** | **Meaning** | **Sentence** |
| Ally |  |  |
| Warren |  |  |
| Proprietor |  |  |
| Vicarage |  |  |
| Priority |  |  |
| Jest |  |  |
| Clergyman |  |  |
| Vague |  |  |
| Recollection |  |  |
| Previously |  |  |
|  |  |  |
|  |  |  |
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Module Three: Twisting Tales

During Reading

**The Cabinet of Curiosities**

1. As you read in your group add any unfamiliar words to your vocabulary chart.
2. After the first eight paragraphs draw a picture of what the shop may look like.

|  |
| --- |
|  |

1. In your group discuss and write down what you think an iron maiden is. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is interesting about Theo de Ville’s name in the advertisement in the *London Clarion*? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module Three: Twisting Tales

After Reading

**The Cabinet of Curiosities**

1. What is your initial response to the story? Write 4-5 sentences. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. We are introduced to a happy scene in the first 1 ½ paragraphs. What words make create this feeling? Write down at least 4 words. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What happens to the weather in the second half of paragraph 2? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. From what perspective is the story told? How does this influence the reader to believe that everything is ‘most fascinating’? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Look at the sentences of the following extracts. **How** has suspense been created in the second one?

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| --- | --- |
| In London, in a blind alley off one of the warren of small roads that criss-cross between Charing Cross Station and Oxford Street, there is a shop called The Cabinet of Curiosities. According to the faded gold lettering on a wooden sign to the right of the door, the proprietor’s name was –or is- a Mr de Ville, and the shop was established in 1835. | My pleasure turns to icy terror as I realise my ghastly mistake. I can feel the tips of row after row of metal spikes in my back. The giant iron door is closing in on me. I am too slow to move and there is no room to turn. I am done for. I can hear de Ville’s laughter and, suddenly, all becomes clear. |

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**Horror Reading List**

As part of this unit you are required to read a horror text as part of your wide reading. There will be work activities and assessments based the books you have read individually. Some possible titles are below with some outlines. You should also use the catalogue to help you find a suitable text.

**Bec – Darren Shan**

As the demonic Fomorii ravage their land, Bec and her warrior companions leave the devastated area not only to answer a call for help but also to find information that will enable Bec to unlock the secrets of her past.

**Black Death – J H Brennan**

After visiting Maris Caulfield, an ancient village where every inhabitant died from the plague, can Janie Hyde really be haunted by one of its victims? Is she losing her mind?

**Catchman – Chris Wooding**

Davey's always been a light sleeper. But since his last trip home, the dark has become a dangerous place and sleep the stuff of nightmares. Enter the Catchman. Once he terrorised a city, now he's stalking Davey. He's waiting until Davey turns his back, closes his eyes.

**Century – Sarah Singleton**

Mercy starts to go through her family history. She unearths clues about her mother's death and their house frozen in time. But as each piece of the past slots into place, the world she has known begins to unravel. Can she discover the truth without destroying her home, her father and all she has known?

**City of Ashes – Cassandra Clare**

Sixteen-year-old Clary continues trying to make sense of the swiftly changing events and relationships in her life as she becomes further involved with the Shadowhunters and their pursuit of demons and discovers some terrifying truths about her parents, her brother Jace, and her boyfriend Simon.

**Clay – David Almond**

There's a stranger in town - Stephen Rose. He's got waxy skin,haunting eyes, a sickly smell. No parents. No friends. He's come to live with Crazy Mary. There are so many tales and rumours about him. One thing's certain: there's magic in the weird creatures he makes in clay. Should Davie and Geordie keep away? Or should they get close? Could Stephen be an ally in their bitter struggle against monstrous Mouldy and his gang?

**Dark Calling – Darren Shan**

The Disciples are being manipulated by ancient beings, and only Kernel Fleck knows that something is wrong. Voices are calling to him from the darkness and he's powerless to resist.

**Daughters of Eve – Louis Duncan**

10 members of an exclusive sisterhood, dominated by the school counsellor who exerts her influence over the girls

**Death’s Shadow – Darren Shan**

As Bec's relationship with Dervish improves, werewolves and demons attack and she sends Shark and Meera through a window to another universe to seek Beranabus, and soon all must face an even greater force of evil, the Shadow

**Dalorous Caliborne – Stephen King**

Dolores has a story to tell but not quite what the Police expect

**Dragon’s Rock – Tim Bowler**

Benjamin is pursued by nightmares, of dragons chasing him. He knows he has to return the stone he took from Dragon's Rock, maybe then the terror will stop

Books to Read

Noughts and Crosses – Malorie Blackman

(Racism, love)

Trash – Andy Mulligan (survival poverty)

The Bone Tiki – David Hair

(Maori supernatural/gangs) NZ

Frog Whistle Mine – Des Hunt

(Heroes & Villains/ environment) NZ

Single Fin – Aaron Topp (Surfing, death,

Identity) NZ

Hatchet – Gary Paulsen (survival)

I am not Esther - Fleur Beale (oppression)

The Whole of the Moon – David Klass

(survival/cancer)

Red Sky in the Morning – Elizabeth Laird

(family/disability)

Letters from the Inside – John Marsden

(teen/family)

Tomorrow when the War Began

– John Marsden (war/survival)

Playing to Win – Fleur Beale (rugby/teen)

Parvana – Deborah Ellis

(oppression/Afghanistan)

The Boy in Stripped Pyjamas (Houlocaust)

The Dairy of Anne Frank (Houlocaust)

Year 9 English

Module Three: Medieval Times

Jousting

A Knight’s Tale

1. Fill in the table below with what you already know, and what you would like to know (at least 5 things) about jousting.

|  |  |  |
| --- | --- | --- |
| Know | Want to Know | Learned |
|  |  |  |

1. In groups read the information sheet and try to answer your questions. Write your answers in the ‘Learned’ box plus anything else you found interesting.
2. What questions remain unanswered? How we could answer them.
3. Design the symbol you would have on your armour. What does it represent?

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not Considered** | **Attempted** | **Good** | **Fantastic** |
| **Paragraphs** |  |  |  |  |
| **Spelling** |  |  |  |  |
| **Interesting and effective vocabulary** |  |  |  |  |
| **Convincing Ideas** |  |  |  |  |
| **Sentence Structure** |  |  |  | **Used for effect** |
|  |
| **Correct use of capital Letters** |  |  |  |  |
| **Punctuation** |  |  |  |  |
| **Tense** | **Constantly changing** | **Few errors** | **Consistent** | **Used for effect** |
|  |  |  |  |